

# Washington Citizens' Commission on Salaries for Elected Officials

## Official Position Description Form for Executive Branch Positions

Name: Dr. Teresa "Terry" Bergeson

Position Title: Superintendent of Public Instruction

### 1. **Position Objective**

Briefly describe the overall purpose of this position and what is intended to be accomplished through your effort(s). This section should be broadly focused and summarized in two to four sentences.

The Superintendent of Public Instruction, Dr. Terry Bergeson, is an executive officer of state government charged in Section 22 of Article III of the State Constitution with the duty "to supervise all matters pertaining to public schools, and perform such specific duties as may be prescribed by law".

### 2. **Financial Dimensions**

a. Number of employees in your organization:  
400

b. Your annual budget\*: \$ 72,612,000.00

c. Other annualized dollar amounts your job controls or **influences**:

<u>Flow through to districts, schools</u>	\$ <u>6,471,786,000.00</u>
<u>and others</u>	(amount)
(item)	

\*Direct control budget – salaries, benefits, etc., of organization staff plus other items under direct control.

### 3. **Principal Responsibilities**

List in a series of brief factual statements\*, starting with the most important, the accountabilities of your position. Each statement should be a complete sentence describing a single basic end result your job is expected to accomplish. Typically, eight to ten responsibilities are listed, but there is no limit.

- Assist 296 school districts, 2144 schools to improve student learning to meet the higher academic standards.
- Responsible for implementation of the federal No Child Left Behind Act. This act has enormous impact on all school districts in meeting high accountability standards. This is a high stakes act. Continued federal funding is contingent on successful

## Washington Citizens' Commission on Salaries for Elected Officials

### Official Position Description Form for Executive Branch Positions

Page 2

implementation of the statute.

- Secure needed laws and appropriations from the state and federal governments and implement those statutes enacted. Over 200 bills affecting public schools are introduced in a typical session of the Washington State Legislature. Usually, 10-20 percent of these are passed into law and require implementation of new programs, policies, or procedures.
- Gather and report school information to state and federal authorities, prepare specifically requested reports each year, and provide other entities of state government (the Legislature, Legislative Evaluation and Accountability Program, and the Office of Financial Management) with information for policymaking and budget preparations as needed.
- Apportion and distribute moneys to 296 local school districts (\$6.3 Billion Annually)
- Approve and monitor the nine educational service districts (ESD's) and 296 local school districts' expenditure budgets (\$6.4 Billion per year).
- Administer the state school construction assistance program and other special capital projects (\$654 million in new appropriations for the 2005-07 biennium) and coordinate school district organization and boundary issues.
- Provide technical help in finance and curriculum matters to educational service districts and school districts. Monitoring and consultation is conducted in such areas as basic education, the student testing program, student learning objectives and curriculum development, special needs programs for special student populations, and educational technology.
- Issue certificates for teachers, support personnel, and administrators of the K-12 system. Over 60,000 certificates are active.
- Act as ex-officio member and chief executive officer of the State Board of Education. Represent the interests and needs of education dealing with technology, environmental, arts, and partnership issues by serving on various state boards including:
  - Board of Natural Resources, member
  - Workforce Training and Education Coordinating Board, member
  - Professional Educator Standards Board, ex officio
  - Agency Council on Coordinated Transportation, member
  - Traffic Safety Commission, member
  - Family Policy Council, board member
  - Governor's Council on School-to-Work, member
  - Washington Goals 2000 Education Improvement Coordinating Council, member
  - K-20 Telecommunications Oversight Policy Committee, member
  - Performance Partnership Council, member

\*Note: Accountabilities are duty statements written in terms of end results expected and degree of answerability for consequences of results.

#### 4. **Knowledge and Skills**

This section should include a brief statement(s) indicating the knowledge and skills required

## Washington Citizens' Commission on Salaries for Elected Officials

### Official Position Description Form for Executive Branch Positions

Page 3

of the position to perform the full scope of job responsibilities.

#### **Election Requirements are:**

- Citizen of United States
- Registered Voter

a. Education:

Post Graduate degree in education, public administration, business administration, humanities or a related field.

b. Experience, including management experience:

- Incumbent must possess management and leadership experience to inspire, motivate staff, and to promote a cooperative educational and ethical environment.
- Develop and implement operational measures and benchmarks that improve efficiency and quality of service.
- Works effectively within the political environment to meet public's expectations and generates long-term strategic plans which result in efficient operation.
- Personal commitment to and appreciation of diversity and multi-cultural values.

c. Specialized (job content) knowledge and skills:

- Knowledge of all aspects of education reform,
- Budget and legislative policy development and advocacy,
- In depth knowledge of learning research and application to prepare children for the future,
- Key elements and understanding of testing and measurement,
- Understanding of complexities and capacity of school finance,
- Ability to influence national leaders on education; act as advocate for parents, teachers, and business partners,
- Ability to represent the State of Washington in all aspects of education before the office of the President of the United States and congressional members.
- Recognized leader in curriculum assessment and institutional methodologies.

## **Washington Citizens' Commission on Salaries for Elected Officials**

### **Official Position Description Form for Executive Branch Positions**

Page 4

#### **5. Nature and Scope**

This section should include a short and descriptive narrative that addresses the following requirements in the position:

- a. Organization (an agency overview organizational chart, on one page please):
  - Size and roll of this position and its importance to the state's mission and reputation. Diversity of job scope/responsibilities.

#### **Divisions, Sections, and Offices**

The Office of Superintendent of Public Instruction (OSPI) is a medium size agency of 373 full-time equivalent (FTE) staff with vast responsibility. The organizational chart indicates chain of command for reporting purposes. However, the agency operates on the concept of cross agency work teams in order to accomplish the tasks with limited staff.

The Superintendent has established a cabinet that includes two Deputy Superintendents; eleven Assistant Superintendents; the Federal Educational Liaison; the Executive Director of the State Board of Education.

The agency organization consists of the following major divisions, sections, and offices:

- Office of the Deputy Superintendent for Administration and Operations
- Office of the Deputy Superintendent for Learning and Teaching
- Student Support and Operations
- K-12 Fiscal Policy
- Governmental Relations
- Center for the Improvement of Student Learning
- Learning and Teaching Support
- Child Nutrition
- School Apportionment
- School Facilities
- Career and Technical Education
- Communications and Education Outreach
- Information Technology Services
- Audit Management and Resolution
- Human Resources
- Federal Liaison
- Community Outreach/Teacher Certification
- Curriculum and Instruction
- Assessment and Research
- School and District Improvement
- Special Programs

- Professional Development
- State Board of Education
- Professional Educator Standards Board

### **Office of the Deputy Superintendent of General Administration and Operations**

The Office of the Deputy Superintendent administers policies and procedures that assist staff in day-to-day operation of the agency; develops and implements key projects and programs on behalf of the Superintendent; is responsible to review, monitor, and track any action requiring the Deputy Superintendent's approval and/or signature; and the section serves as the main receptionist/customer service support for the agency.

#### **Audit Management and Resolution (5 FTE's)**

The Audit section has the responsibility of:

- Resolving all state and federal audit findings regarding audits performed on all school districts, educational service districts and nonprofit organizations.
- Providing administrative support on all appellate procedures regarding audits whether by administrative law judges or legal counsel.
- Providing technical assistance to all school districts and educational service districts regarding audit requirements, internal controls and corrective action plans.
- Acting as external audit liaison to coordinate audit work conducted in the agency, provide technical assistance to auditor's on operations of OSPI, prepare all corrective actions regarding agency audit issues and ensure implementation of all recommendations made by external auditors.
- Performing internal audit work in the agency to ensure accountability and efficiency of agency operations.

#### **Human Resources (4 FTE's)**

The Human Resource Office (HR) is responsible for a wide range of human resource services and strategies to support the agency's mission, vision and goals. HR provides leadership and guidance in the planning, development and implementation of all aspects of human resource management. The principle responsibilities include expert consultation, classification and pay, recruitment, organizational development, corrective/disciplinary action, staff development, and affirmative action. HR in partnership with agency managers ensures the application of best human resource practices and performance management principles. The HR office develops and implements agency's policies and procedures.

**Agency Support (6 FTE's)**

The Agency Support section provides basic support to the functioning of the agency. This section oversees the operations and maintenance of the physical plant. Specific services include mailroom operations, provision of administrative supplies, bindery and printing services, and building security.

**Communications and Education Outreach (3 FTE's)**

The Communications Section implements effective and innovative communications strategies that inform and actively engage citizens and key stakeholders about education in Washington State.

The Section coordinates: policy development and communication strategies with cabinet members and the superintendent; agency-wide communication materials for external audiences (publications and website); media relations activities; communications opportunities with private sector partners; special media events; communications activities with educational service districts, school districts, educational associations, and other government partners.

**Center for the Improvement of Student Learning (5 FTE's)**

The Center for the Improvement of Student Learning (CISL) includes two sections: Program Dissemination and Professional Development. CISL was established to provide technical assistance and information to parents, school board members, educators, and community members regarding strategies for implementing Chapter 336, Laws of 1993 (ESHB 1209) and Chapter 273, Laws of 1996 (Improving Reading Literacy). CISL collaborates with Learning and Teaching in coordinating statewide professional development provided by state and federally funded grant programs in order to improve student learning. Additionally, CISL is assisting in establishing Community / Family / Youth Academies for increasing the understanding of education reform.

**Student Support and Operations**

The Operations and Support Division assists school districts in providing quality-learning environments, effective partnerships and coordinated services that support student success. The Operations and Support Division integrates efforts to help school districts provide Supportive Learning Environments for all students. The Division has four directors as follows: Learning and Teaching Support, Child Nutrition Services, Pupil Transportation and Traffic Safety Education, and Office of Professional Practices.

**Learning and Teaching Support (18.6 FTE's)**

The Learning and Teaching Support section promotes students' academic success by linking community resources to schools and by administering programs that offer a broad variety of learning options appropriate to student and family needs. To achieve these ends the section administers readiness to learn,

## **Washington Citizens' Commission on Salaries for Elected Officials**

### **Official Position Description Form for Executive Branch Positions**

Page 7

Even Start family literacy, early childhood education, school health and nursing services, private schools, education for homeless children and youth, alternative education programs, institutional education, education centers, school security, and truancy issues conforming to mandates in the "Becca" bill. This section also includes prevention and intervention services, alcohol awareness training, safe and drug-free school programs, and disruptive youth.

All programs are designed to assist schools in the provision of a safe, civil, healthy and intellectually stimulating environment that is supportive to learning and teaching, to ensure the success of all students.

#### **Child Nutrition Services (29 FTE's)**

The primary goal of the Child Nutrition Services section is to ensure that Washington's children have access to nutritious food and learn to make informed choices that lead to lifelong healthful eating habits. Nutrition education plays an important part in this process and can be integrated with other subjects in the curriculum. The school cafeteria or childcare dining area provides an excellent setting for nutrition laboratory in addition to promoting the nutritional health of all children. The Child Nutrition Programs administered by the agency are the National School Lunch Program, School Breakfast, Child and Adult Care Food, Summer Food Service, Special Milk, Food Distribution, and Nutrition Education and Training Programs.

#### **Pupil Transportation and Traffic Safety Education (3.5 FTE's)**

The Pupil Transportation and Traffic Safety Education section works with school districts and educational service districts in promoting safe transportation of students to Washington State schools. This section administers funding for the purchase of school buses and the operation of school district transportation programs statewide; ensures that all school bus drivers meet minimum requirements; provides school bus driver instructional training and materials; develops minimum school bus specifications; conducts the state bid process for the purchase of school buses; and works in cooperation with the Washington State Patrol in the inspection of all public school buses operated by school districts and educational service districts. The section also oversees the annual program approval process for the 140 public school traffic safety education programs to ensure compliance with state laws, rules and regulations.

#### **Office of Professional Practices (10.75 FTE's)**

The Fingerprint Records Office is responsible for the following:

- Providing fingerprint process information to educational employees, certification applicants, and administrators.
- Processing fingerprint background information received from the Washington State Patrol (WSP) and the Federal Bureau of Investigation (FBI); placing relevant information into the database for

## **Washington Citizens' Commission on Salaries for Elected Officials**

### **Official Position Description Form for Executive Branch Positions**

Page 8

school district employment use; providing copies of conviction information to school district superintendents.

- Processing fingerprint background information received from the WSP and FBI referencing private school employees.
- Processing fingerprint information to Certification Office to assist in issuance of educational certificates.

The Office of Professional Practices performs the following services:

- Providing information relative to the Code of Professional Conduct and good moral character & personal fitness required for certification.
- Investigate allegations of unprofessional conduct by educators.
- Investigate certificate applicants related to good moral character & personal fitness.
- Provide information concerning investigative responsibilities & processes.

The Administrative Resource Services office is responsible for the following:

- Providing members of the general public with requested information concerning the operation of Washington's public schools; directing them as needed to appropriate resources as well as providing requested information.
- Overseeing and coordinating appeal process as delegated by WAC—Special Education, teacher certification, bus drivers, food service, etc.
- Coordinating agency rule making activities with Code Reviser's Office.
- Coordinating publication of the Common School Manual.
- Overseeing administration of the State Board of Education election.

#### **K-12 Fiscal Policy (5 FTE's)**

The K-12 Fiscal Policy division assists the Superintendent of Public Instruction in accomplishing the agency mission by distributing state and federal funding, maintaining budgeting, accounting and financial reporting systems, administering state-school construction funding, doing research on school finance and school construction issues, collecting and providing school district enrollment, personnel, and financial information.

The division provides internal fiscal control and reporting functions for agency management. This section establishes internal operating budgets and the complete agency chart of accounts. This entity is also the focal point for financial reports to OFM and the Legislature regarding appropriations, allotments, and variance reporting. Also, this section provides all statutory and management accounting services and prepares annual financial statements.



**School Apportionment and Financial Services (9 FTE's)**

School Apportionment and Financial Services is made up of an Apportionment Unit and a Financial Services Unit. The Apportionment Unit allocates approximately \$5.6 billion per year to schools, calculates state allocations based on funding formulas, collects enrollment and personnel data used in formulas, administers state requirements such as minimum staffing ratios and the state limit on levies, and provides technical support for budget requests for state flow-through funds. The Financial Services Unit oversees school district budgeting, accounting and financial reporting by collecting annual school district and educational service district (ESD) budgets, defining school district and ESD accounting practices, collecting and analyzing annual school district and ESD financial reports, calculating state and federal indirect cost rates, calculating federal maintenance of effort requirements, and providing technical assistance to school districts and ESDs in all budgeting, accounting, and financial reporting matters.

**Grants Management (5 FTE's)**

The staff of the Grants Management section provides financial management for OSPI's federal and state grant programs. The section manages the agency's federal lines of credit, tracks and processes grant payments to sub recipients of federal financial assistance and recipients of state grants, fulfills OSPI federal financial reporting requirements, and provides technical assistance to OSPI program staff and sub recipients on issues related to financial grants management.

In addition, the Grants Management Section facilitates communication and coordination between OSPI, federal agencies and sub recipients on matters related to financial grant management.

**School Facilities and Organization (11.5 FTE's)**

The School Facilities and Organization section provides administrative support to the Superintendent of Public Instruction and State Board of Education on all phases of the state school construction assistance program. Activities include: capital budget preparation and execution; research on school construction and funding issues; preparation, distribution, and enforcement of rules; direct assistance to districts on construction issues through three strategically located regional coordinators; processing of all data related to project approval, design, bidding, state grants, payments, and project close-outs.

In terms of school district organization the section assists Educational Service Districts and their regional committees with transfers of territory, annexations, and consolidations. Each of the nine regional committees holds public hearings on petitions for changes in school district organization and approve or disapprove them. Approvals are final but may be appealed to an administrative

## **Washington Citizens' Commission on Salaries for Elected Officials**

### **Official Position Description Form for Executive Branch Positions**

Page 10

law Judge, or a court having local jurisdiction. This section provides support in the form of meeting facilitation, standards, forms, procedures, presentations, training, technical assistance, monitoring, record keeping, and reporting.

#### **Budget & Fiscal Services (11 FTE's)**

Budget & Fiscal Services is responsible for processing, recording, summarizing and reporting the agency's day-to-day financial activity. This activity includes: contracts, payroll, travel reimbursements, purchases of goods and services, and accounts payable and receivable.

#### **Budget Office (5 FTE's)**

The Budget Office is responsible for developing and preparing the agency's legislative budget requests and implementing approved budgets within the agency including establishing allotments and other spending limits, monitoring revenue and expenditure activity, and preparing all internal and external budget projections and reports.

#### **Governmental Relations (3 FTE's)**

The Governmental Relations Office collaborate with our partners in developing and advocating policies to successfully implement the state learning goals and to assist in attaining resources necessary for schools to help students achieve these goals.

The Governmental Relations section works at the direction of the Superintendent in all matters relating to legislation affecting K-12 education at the state level. Governmental Relations has responsibilities for the coordination of the Superintendent of Public Instruction's legislative and budget program, formulation of legislative proposals, bill drafting, providing testimony before the state Legislature, and responding directly to legislators/staff, educational associations and other state officials.

This section works with staff throughout the agency in the development and writing of fiscal impact statements, agency budgets and policies, research studies, program improvement strategies and governmental correspondence. Also included is monitoring the agency's implementation of budget and legislative directives.

Also, Governmental Relations initiates and builds relationships with non-education and education partners through activities and events with businesses, community service agencies, parent groups, labor groups, and other interested citizens around the state.

#### **Federal Educational Liaison (2 FTE's)**

The Office of the Federal Educational Liaison provides a coordinating and

## **Washington Citizens' Commission on Salaries for Elected Officials**

### **Official Position Description Form for Executive Branch Positions**

Page 11

information function between federal legislative processes and federal programs which are managed by OSPI. The importance of remaining current with Federal legislation and programs is that it keeps the agency informed of developments that can be incorporated into program planning and implementation. The office also manages the agencies Linking Education Reform and Educational Technology (LINKS) grant from the US Department of Education, works with the development of new programs and activities, and provides support to areas not traditionally covered by other units within OSPI.

#### **Information Technology Services (33 FTE's Total)**

Information Technology Services is comprised of 5 groups: CIO's Office, Information Technology Services Director's Office, Network Operations and Support, K-20 Network, and Educational Technology.

##### **CIO's Office**

Manages and coordinates all activities within Information Technology Services. Provides vision, leadership and consultation for agency information technology to facilitate a comprehensive and integrated agency wide technology strategy. Develops the Information Technology Services budgets and initiatives within the agency. As a cabinet member, develops technology policies and strategies with the cabinet for agency-wide implementation. OSPI designates on numerous boards and commissions (e.g. Information Services Board, Washington School Information Processing Cooperative Board, etc.).

##### **Information Technology Services Director's Office**

Develops and maintains external Web-based applications for the 296 school districts, educational service districts and private education entities. Provides customer support for the Web-based applications. Maintains the development and content of the K-12 Web site. Develops policies and procedures for the implementation and presentation of data and content.

##### **Network Operations and Support**

Network Operations and Support manages and maintains the agency's network, including email, file storage and various servers. Network Operations staff support internal OSPI employees and field staff with day to day technology needs to ensure that they can perform their required daily functions. Design, implement and upgrade the agency's network as required. Backs up agency data and files, which is stored at an off site location, to ensure proper recovery of data in the event of a natural or manmade disaster.

##### **Educational Technology**

Supports schools in applying educational technology effectively and appropriately to meet student learning needs, ensure that all schools are

performing at high levels, and advance Washington State's strategic goals for education policy.

**K-20 Network**

The K-20 network connects 475 public education sites throughout the state including community and technical college campuses, regional universities, research institutions, public libraries, tribal schools and K-12 regional districts and educational service districts. The K-20 Network helps educators stretch limited resources and helps students gain skills for jobs in a competitive marketplace.

**Deputy Superintendent for Learning and Teaching**

Provide leadership and resources for improving curriculum, instruction, and assessment, in order to support districts in implementing the four learning goals so all students develop skills necessary for their future.

The Deputy Superintendent for Learning and Teaching is responsible for:

- Identifying instructional practices that are rigorous and relevant.
- Building organizational and statewide capacity by strengthening the professional community.
- Coordinating educational improvement plans across all categorically funded programs.
- Connecting with educators, external agencies, businesses, communities, and parents to help achieve leadership for high-quality student learning.
- Expanding tools for teachers on classroom based assessments.
- Expanding technical assistance in content areas.
- Providing professional development opportunities for educators and administrators in the state.

**Career and Technical Education (11 FTE's Total)**

Career and Technical Education is a planned program of courses and learning experiences that begins with exploration of career options, supports basic academic and life skills, and enables achievement of high academic standards, leadership, preparation for industry-defined work, and advanced and continuing education.

It is the vision of the Career and Technical Education unit to provide the statewide leadership, support and service to develop and implement high quality, consistent and relevant CTE programs as essential components of educational and career pathways, with the goal of empowering each student to *live, learn and work as a productive citizen in a global society.*

**Professional Development (7.3 FTE's)**

The Division of Professional Development is committed to contributing to the success of all students through the identification, provision and support of high quality educator professional development. The division is responsible for creating and implementing the statewide professional development plan. The Five-Year plan supports the Eight Stages of School Improvement, Washington State's Essential Academic Learning Requirements, The Nine Characteristics of High Performing Schools, and the No Child Left Behind Act requirements. The professional development division carries out its responsibility through statewide conferences in January, June and August and through such programs as the National Board for Professional Teaching Standards (NBPTS) credentialing process. The professional development division works in collaboration with all other divisions within OSPI to provide a seamless statewide professional development management system.

**Teacher Awards Program (1 FTE)**

The Teacher Awards Program strengthens the education profession by identifying, promoting, and honoring exemplary educators through various recognition programs. With the involvement of federal and private sponsors and ESD and school district personnel, the teacher awards program strives to seek out and honor the "best of the best", expanding their professional leadership and sharing their classroom methods and best practices with the educational community.

**Higher Education, and Community Outreach (23.5 FTE's Total)**

Professional Education is responsible for technical assistance to and evaluation of and approval of 67 educator preparation programs at 22 higher education colleges and universities in the State of Washington to ensure quality standards so that prospective educators will be prepared to help K-12 students meet the state goals and Essential Academic Learning Requirements. Supporting responsibilities include supervision of certain state funded programs including the Teacher Assistance Program, Paraprofessional Training Program, and Student Teaching Centers. Also part of the section, a separate federally funded Department of Defense Troops to Teachers program is designed to help improve education by providing mature, motivated, experienced, and dedicated personnel for the nation's classrooms. Community Outreach is designed to leverage OSPI program resources with organizations and agencies established to increase the academic and social success of students in public school.

Section staff coordinates and facilitate the activities of various advisory committees that advise the State Board of Education and the Office of Superintendent of Public Instruction regarding education policies. Staff then proposes rules to implement these policies for adoption consideration by the State Board of Education.

**Professional Certification**

Professional Certification evaluates, issues, prints, and mails over 22,000 certificates or certificate changes annually to help legally ensure that over 60,000 individuals serving as teachers and other educators in public and private schools hold a valid Washington certificate. Types of certificates issued include vocational certificates, teacher, superintendent, principal, program administrator, and educational staff associate, substitute, and other limited certificates. Professional Certification maintains records on 345,000 individuals; interfaces with colleges, universities, educational service districts; and school districts in certificate actions; and is responsible for approval and monitoring of in-service courses for teachers to meet the continuing education requirement of completing 150 clock hours of study every five years.

**Troops to Teachers**

Troops to Teachers was originally established in 1994 as a Department of Defense program. The National Defense Authorization Act for FY 2000 transferred the responsibility for program oversight and funding to the U.S. Department of Education but operated by the Department of Defense. The No Child Left Behind Act of 2001 provides for the continuation of Troops to Teachers through Fiscal Year (FY) 2006. Under this program, eligible military personnel have the opportunity to pursue a second career in public education.

The goal of Troops to Teachers is to help improve American education by providing mature, motivated, experienced, and dedicated personnel for the nation's classrooms. The three main objectives of the program are to: (1) help relieve teacher shortages, especially in math, science, special education and other high needs subject areas, (2) provide positive role models for the nation's public school students, and (3) assist military personnel to successfully transition to teaching as a second career.

**Special Programs (49 FTE's Total)**

The Special Populations Division includes Title I, Migrant Education, Special Education, Bilingual Education, Federal Programs, the Reading Excellence Act grant (Washington Reads), and the Learning Assistance Program. These programs often co-exist in one school building, and it is OSPI's responsibility to assist in using the resources to maximize student learning. This division works together to assist school districts in meeting state and federal requirements, maximize resources, and optimize learning. In addition, a consolidated program review team has been formed at OSPI to monitor programs jointly every three years, reducing the amount of time that is required to document federal compliance.

**Special Education (18.5 FTE's)**

## **Washington Citizens' Commission on Salaries for Elected Officials**

### **Official Position Description Form for Executive Branch Positions**

Page 15

The Special Education Unit is responsible for assisting schools to help eligible students succeed in school by providing technical assistance, information, and training to school districts, educational service districts, parent organizations, advocates, and others. This unit monitors school districts for compliance with state and federal laws regarding the education of disabled children; and it develops and interprets state and federal laws, rules and policies. It maintains a working/liaison with state agencies and higher education. The unit supports and solicits information from the Special Education Advisory Council; collects and compiles child count information, and provides leadership for school districts serving students with disabilities regarding Washington's education reform laws. The unit also develops and implements statewide needs assessments and administers the citizen complaint process with regards to the education of children with disabilities.

#### **Migrant and Bilingual Education (10 FTE's)**

The Migrant and Bilingual Education Unit is responsible for assuring educational continuity for migrant students by helping to provide all migrant youth with appropriate services and support that will prepare them to succeed in school. It is also responsible for strengthening and creating effective partnerships at the state, regional, and local levels to support the education of migrant children.

#### **Title I/LAP/Title V (7.87 FTE's)**

The Title I Unit is responsible for helping disadvantaged children meet challenging academic standards primarily in reading, math, and language arts. Title I provides financial assistance to school districts in order to help meet the educational needs of children who are failing or are at-risk of failing to meet the state's standards in schools with high concentrations of children from low-income families. Title I dollars serve children birth to 21, but the majority of the state's programs are K-6 and focus on reading. There are 286 Title I programs in 296 school districts.

The Even Start Family Literacy program is one of the programs under the Title I umbrella. Washington State receives \$1,212,000 from the federal government, which it then allocates to school districts through an annual application process.

Title I Unit staff members approve grant applications, provide technical assistance and professional development, interpret Title I rules and regulations and are part of the consolidated federal monitoring process. The unit also contracts with the educational service districts to provide regional technical assistance through the Title I Distinguished Educators and has a statewide advisory group called the Committee of Practitioners, which meets quarterly.

#### **Title II Part A (4 FTE's)**

The fundamental purpose of the Title II Section is to ensure learning experiences and support services are provided for educators that promote quality instruction for student learning. The ultimate goal is increased student academic learning and achievement. The section operates on the principles of high quality professional development through close connections and partnerships with other federal and state programs and initiatives for teachers, paraeducators and administrators. The Title II Part A program of ESEA's No Child Left Behind (NCLB) Act of 2001 is the cornerstone of the section. This federal program provides funds to school districts to promote teacher and principal quality through strategies such as high quality professional development in core subject areas and development of mechanisms and initiatives to promote the retention and hiring of highly qualified teachers and principals, including class size reduction.

ESEA's No Child Left Behind (NCLB) requirements for teacher quality, the paraeducator Title I requirements, and the state-funded Paraeducator Training Program also reside in this section. It is our goal to align state and federal policy and practice related to the roles and responsibilities of Washington's teachers and paraeducators to help students succeed.

#### **Federal Programs (10 FTE's)**

The Federal Programs Unit performs a variety of administrative and oversight functions, directing coordinated and collaborative activities among all the federally funded programs at OSPI. Examples of these activities include supporting the Coordinated Services Agreements with the educational service districts, annually preparing the State Consolidated Progress Report for the U.S. Department of Education, and initiating new projects to increase efficiency and effectiveness by closer collaboration among federal programs at state and local levels. The unit is responsible for the operation of the Consolidated Program Review Team (CPRT) that monitors school districts each year. Two of the staff members of the Federal Programs Unit form the core of the CPRT and other OSPI program staff participate on the team as needed. The CPRT trains districts on the use of the federal self-study instrument, analyzes district strengths and weaknesses, and conducts site visits to ascertain if individual programs and cross cutting fiscal practices are in compliance with requirements. The team provides technical assistance to districts to maximize the effectiveness of program resources in helping all students meet high state standards.

#### **School and District Improvement (4 FTE's)**

In 2005, the Washington State Legislature supported (appropriated 2 million dollars for the 2005-07 biennium, to be matched by a private foundation, for the purpose) expanding the Office of Superintendent of Public Instruction's (OSPI) School Improvement Assistance program to specifically focus on both high school and school district improvement. The Bill and Melinda Gates foundation,



## **Washington Citizens' Commission on Salaries for Elected Officials**

### **Official Position Description Form for Executive Branch Positions**

Page 17

a group with years of experience funding and promoting programs that impact school change, matched the legislature's two-year grant.

The additional funding represents a significant enhancement to the approximately seven million dollars of state and federal funding that supports school and district improvement annually. The No Child Left Behind law identifies all schools and districts as "in need of improvement" after two consecutive years of not meeting Adequate Yearly Progress (AYP). Specific sanctions for schools and districts that receive federal funds are required in each step of school and district improvement.

This funding will enable OSPI's School Improvement Assistance (SIA) program to serve three times as many high schools as currently participate in SIA both at a deeper level and with a greater level of instructional support than are provided to SIA schools participating in the Cohort segment of the program which serves primarily Title I schools, using federal funds.

Additionally, because the grant includes state funding, it enables OSPI to expand school improvement services provided to large comprehensive non-Title I high schools which previously have not been invited because they do not meet federal eligibility guidelines.

In addition to the technical assistance provided by OSPI to the twenty-nine districts in district improvement, Step I, five districts will receive expanded services, including a District Improvement Facilitator, to support their improvement efforts. These districts are in the second year of District Improvement Assistance; participation in this initiative will support implementation of their District Improvement Plan submitted at the conclusion of Year 1 in the program. The program is called District Improvement Assistance-Plus.

#### **Assessment and Research (36.5 FTE's Total)**

The Assessment and Research (A+R) section is composed of five units: The A+R Management unit, the Assessment Development unit, the Assessment Alternatives and Research unit, the Assessment Operations unit, and the Assessment Data Analysis unit. Together these units manage Washington State's K-12 assessment system.

#### **A+R Management Unit (4.0 FTE's)**

The management unit primarily comprises the Assistant Superintendent and support staff; this office also includes project management staff that manage and monitor A+R contracts with vendors for assessment services. Every three to four years the unit has significant responsibilities related to re-negotiating

## **Washington Citizens' Commission on Salaries for Elected Officials**

### **Official Position Description Form for Executive Branch Positions**

Page 18

assessment development and operations contracts for the Washington Assessment of Student Learning (WASL) and (separately) for the Washington Language Proficiency Test (WLPT). The former is a series of assessments administered to students in grades 3-8 in reading, mathematics, writing, and science, as required by state and federal law. The latter is a English-language proficiency test given to all students in grades Kindergarten through 12 who are enrolled in state- and federally-funded programs for English language learners. In FY 2006, a new five-year contract was initiated for the WLPT; in FY 2009 a new contract will be required for the WASL. Current management activities include: overseeing and approving contractor security measures (the WASL is a high-stakes test that requires OSPI to ensure the questions are not released and generally available prior to the test administration); contractor scoring training, criteria, and schedule; data release and reporting schedules; test booklet instructions; new item development; research on the technical quality of the tests; and shipping and handling of test materials (both to schools and then back to the scoring contractor).

The Assistant Superintendent manages 35.5 FTE staff, including several staff managing federally mandated assessment programs related to the state's large-scale assessments and alternatives and accommodations for students in special populations. In addition to broad A+R management responsibilities, the Assistant Superintendent coordinates special projects to ensure that assessments are psychometrically sound and meet standards for testing, that school districts understand the process and results, and that teachers use the assessments to improve student learning.

#### **Assessment Development Unit (16.0 FTE's)**

This unit is responsible for the state's performance-based assessments, the Washington Assessment of Student Learning (WASL) as required by state and federal legislation. The unit has sixteen FTE staff, the majority of whom are in the content areas of reading, writing, mathematics and science. The unit also includes two FTE staff allocated to providing technical psychometric services for the WASL and for the state's other assessment activities. This unit is responsible for the development of test items, the construction of test forms, the scoring of test items, and the statistical analyses necessary to assure the assessments meet professionally-accepted standards within the measurement community.

Prior to the agency's January Assessment Conference, staff disaggregates data into hundreds of focused analyses. These analyses allow school districts to identify cohorts of children who are not performing in specific subject areas and to devise instructional strategies to improve the performance of these subgroups. The unit supplies data analysis for the Accountability Commission, State Board of Education, Governor, and legislature, as well as to parents, school districts,

and schools. An important enhancement added recently is the ability to profile WASL results on-line. The OSPI web-design experts developed an analysis tool to summarize data at various levels based on several criteria. The assessment unit is responsible for providing the underlying analyzed data. The following table details the number of WASL assessments administered, and the results that are managed by the assessment unit.

The unit conducts and oversees research to examine the tests' technical quality. These include validity studies (e.g., links to other major achievement tests such as ITBS, PSAT, and SAT), and item analyses (of anchor items that are used over several years).

The next challenge for this unit is to help implement the state's accountability goals by identifying student mobility (has a student attended the school they were tested by for one year, and if not, should the student be included in a school's data for accountability purposes), assisting the special education office in implementing alternate assessments, and implementing assessments with expanded accommodations.

Major assessment development activities include:

- **Development and Updating of Test and Item Specifications**  
**Development:** This process determines the broad sketch of an assessment. For example, the 4<sup>th</sup> grade-reading test will involve five short reading passages with five questions for each passage, and be conducted in two 2-hour blocks of time. From one year to the next, content specialists must identify which items will remain in the test as anchor items.
- **Item and Rubric Development:** This process relies on a separate committee of content experts and teachers meeting to develop a bank of items for each grade level and content area being tested. The committees include at least one OSPI content specialist, six to 10 K-12 educators, an OSPI or field assessment specialist and a representative from the testing contractor. Committees usually hold two three-day meetings. Item and rubric committees also develop the scoring guides for each item. This is an on-going process, as future OSPI plans call for releasing more items as sample items before assessments are given, and after the assessment is given to help teachers understand the scoring process. Additionally, all writing items are released annually because it is too difficult to ensure security from year to year on writing items.
- **Range Finding:** This process involves identifying what points to assign to different student responses. Anchor papers are created for each short answer and extended response test item. An anchor paper is an example answer for what constitutes exceeding, meeting, nearly meeting, and being far below standard. Scorers use the anchor papers to evaluate what points to assign to

each student answer.

- **Troubleshooting:** This is a catchall phrase, but is critical to the operation of our testing system. In 1999, our testing contractor scored writing tests incorrectly. Having a writing specialist on staff allowed OSPI to quickly identify a problem with writing scores, identify what had gone wrong in the scoring process, and identify appropriate solutions. Most important, the OSPI specialist was able to respond promptly and credibly with language arts teachers.
- **Release of Test Items:** this function involves annotating notes to teachers about key words in questions and directions, and annotating several student responses to show why selected student responses received certain points in scoring.
- **Content Advisory Committees:** are used by OSPI to maintain involvement by teachers and instructional specialists for each content area that is assessed. These committees provide OSPI content specialists with feedback on the length of time assessments are taking, student response to the assessments, the usefulness of various materials for teachers and parents, how such materials can be improved, the usefulness of CBEs, and additional support or materials that would improve test administration.
- **Classroom-based Evidence Tools:** commonly referred to as tool kits, or classroom-based assessments. These are examples and prototypes to help teachers build assessment activities that identify the end-learning goal, learning steps along the way, curricula around each step, and in-class assessments to chart student progress.

# Washington Citizens' Commission on Salaries for Elected Officials

## Official Position Description Form for Executive Branch Positions

Page 21

### Number of Assessments Administered by Year

School Year	Number Assessments Administered	CONTENT AREAS						
		Reading, Math	Writing, Listening**	Science	Social Studies*	Arts and Health and Fitness*	WLPT	ITBS ITED
1995-96	252,000	4 <sup>th</sup> (p)	4 <sup>th</sup> (p)					
1996-97	544,000	4 <sup>th</sup> (v), 7 <sup>th</sup> (p)	4 <sup>th</sup> (v), 7 <sup>th</sup> (p)					
1997-98	908,000	4 <sup>th</sup> , 7 <sup>th</sup> (p), 10 <sup>th</sup> (p)	4 <sup>th</sup> , 7 <sup>th</sup> (v), 10 <sup>th</sup> (p)					
1998-99	930,420	4 <sup>th</sup> , 7 <sup>th</sup> (v), 10 <sup>th</sup> (v)	4 <sup>th</sup> , 7 <sup>th</sup> (v), 10 <sup>th</sup> (v)					
1999-00	1,069,188	4 <sup>th</sup> , 7 <sup>th</sup> (v), 10 <sup>th</sup> (v)	4 <sup>th</sup> , 7 <sup>th</sup> (v), 10 <sup>th</sup> (v)	8 <sup>th</sup> (p), 11 <sup>th</sup> (p)				
2000-01	1,168,000	4 <sup>th</sup> , 7 <sup>th</sup> , 10 <sup>th</sup>	4 <sup>th</sup> , 7 <sup>th</sup> , 10 <sup>th</sup>	5 <sup>th</sup> (p), 8 <sup>th</sup> , 11 <sup>th</sup>				
2001-02	1,417,000	4 <sup>th</sup> , 7 <sup>th</sup> , 10 <sup>th</sup>	4 <sup>th</sup> , 7 <sup>th</sup> , 10 <sup>th</sup>	5 <sup>th</sup> (v), 8 <sup>th</sup> (p), 10 <sup>th</sup> (p)	E (p), M (p), H (p)			
2002-03	1,906,000	4 <sup>th</sup> , 7 <sup>th</sup> , 10 <sup>th</sup>	4 <sup>th</sup> , 7 <sup>th</sup> , 10 <sup>th</sup>	5 <sup>th</sup> (p), 8 <sup>th</sup> (p), 10 <sup>th</sup> (p)	E (v), M (v), H (v)	E (p), M (p), H (p)		
2003-04	2,092,775	4 <sup>th</sup> , 7 <sup>th</sup> , 10 <sup>th</sup> , 3 <sup>rd</sup> (p), 5 <sup>th</sup> (p), 6 <sup>th</sup> (p), 8 <sup>th</sup> (p)	4 <sup>th</sup> , 7 <sup>th</sup> , 10 <sup>th</sup>	5 <sup>th</sup> (p), 8 <sup>th</sup> , 10 <sup>th</sup>			K-12	3rd, 6 <sup>th</sup> , 9 <sup>th</sup>
2004-05	1,760,372	4 <sup>th</sup> , 7 <sup>th</sup> , 10 <sup>th</sup> , 3 <sup>rd</sup> (p), 5 <sup>th</sup> (p), 6 <sup>th</sup> (p), 8 <sup>th</sup> (p)	4 <sup>th</sup> , 7 <sup>th</sup> , 10 <sup>th</sup>	5 <sup>th</sup> , 8 <sup>th</sup> , 10 <sup>th</sup>			K-12	3rd, 6 <sup>th</sup> , 9 <sup>th</sup>

(p)ilot; (v)oluntary; (E)lementary; (M)iddle, and (H)igh School (\*grade-levels for administration are not yet established)

### Assessment Alternatives and Research Unit (9.0 FTE's)

The Assessment Alternatives and Research unit is new in the current biennium.

## **Washington Citizens' Commission on Salaries for Elected Officials**

### **Official Position Description Form for Executive Branch Positions**

Page 22

These nine FTE staff develop assessment products for students in special populations, such as: students in special education programs, students enrolled in bilingual programs, students needing to use an alternative means of being assessed to meet the state's requirements for high school graduation; and students who need to appeal the scoring of their test or the conditions under which they were assessed. This unit is also responsible for overseeing that bias and fairness issues are adequately addressed and minimized on the state's assessments. This process involves review of items prior to piloting, and then review of student responses to the pilot items. Items can be excluded for gender, racial, and economic bias. Other biases, such as generational bias, are also considered.

This unit also conducts required federal- and state-program evaluations, previously conducted by the assessment unit. These include the Title VI, Title 1, LAP, and Bilingual Education evaluations. However, the unit's primary objective and workload stems from specialized analyses regarding WASL outcome data and other programs. The unit works closely with the assessment unit to complete and refine the basic analyses and then helps take the analyses to the next level of specificity. The unit will be very involved in identifying patterns of mobility and student attendance among schools and school districts, and the relationship to student achievement and schools meeting accountability goals. In FY 2006, the unit completed the legislatively mandated evaluation of the 4<sup>th</sup> grade reading and writing WASLs, and is conducting a similar study of the state's science assessment. The mathematics WASL has already undergone independent review in FY2000.

#### **Assessment Operations Unit (3.0 FTE's)**

This unit manages the flow of test booklets into and out of the school districts, and to and from the testing contractors for scoring and reporting. The Assessment Operations includes the development of test administration procedures and manuals, and the training of district assessment coordinators from across the state. This unit also monitors any assessment irregularities that may occur during the year, and assists districts and the state's office of professional practices with the investigation of testing improprieties. The Operations unit is the central point-of-contact for parents and principals for questions related to how the WASL should be given, and for how to enroll students into the testing program.

#### **Assessment Data Analysis Unit (4.5 FTE's)**

This unit is responsible for assuring that the student records containing students scores and the reports to parents associated with those scores are accurate and complete. This unit is also responsible for assuring that the historical electronic WASL records are maintained with integrity to assure that analyses needed by federal, state, or the public can be responded to in a timely and accurate fashion.

Each fall, staff analyzes data from 2,400 school buildings, 296 school districts and five sets of tests. Staff must analyze data and evaluate whether or not the data are valid, manage a process to let school districts evaluate whether the data is sound, then research and correct any data reporting mistakes found by the districts. Staff then evaluates each school's results to identify improvements from year to year, and progress toward statewide goals by ethnicity and gender. Each of these analyses is disaggregated.

**Math Initiative (13.5 FTE's)**

The purpose of Math Initiative is to implement a comprehensive program for mathematics education in the state of Washington. They are responsible for creating needs assessment of teachers to determine resources and training necessary to meet the state's goals in mathematics, rank the student mathematical deficits based on WASL data for each grade level use current research to establish best delivery models for improving student learning in mathematics, publish reviews of curriculum and instructional materials that address the mathematics GLEs, design and publish programs that include pre- and post- assessments, instructional modules and teacher training. The Math Initiative office also includes duties of the Mathematics Helping Corps which aims to expand the proficiency, excellence and delight in mathematics through carefully planned assistance to schools. The purpose of the Helping Corps system is to develop a replicable, research-based model of school improvement in mathematics. The model will be continually evaluated and modified, based on evaluation data to ensure quality, sustainability, and maximum results as measured by the Washington State Assessment System.

**Curriculum and Instruction Division (17 FTE's Total)**

The Curriculum and Instruction division includes content specialists in reading, writing, communication (language arts), arts, science, environmental education, health and fitness, and social studies.

OSPI Content specialist duties and activities include:

- **EALR Review:** analysis of the EALRs by a nationally recognized evaluator to determine if they are still current with content theory and practices.
- **GLE Development:** GLEs are the road map for the EALRs and guide for district and teacher curriculum development. They provide the tools by which a parent or teacher can identify the range of skills students should know and be able to do at each grade level K-10 in order to meet standards. GLEs outline the developmental sequence in which certain skills and concepts are learned. Teachers use the GLEs to evaluate and build their curriculum, and make sure the curriculum helps students accomplish discrete learning within certain grade levels.
- **Curriculum Advisory Review Committee:** this committee meets quarterly to review and provide feedback to OSPI regarding the work of the

## Washington Citizens' Commission on Salaries for Elected Officials

### Official Position Description Form for Executive Branch Positions

Page 24

curriculum and instruction division. Additionally, they advise the state superintendent on the readiness of the state standards for approval.

- **GLE Drafting Teams:** are used by OSPI to develop grade level standards. They are made up of classroom teachers, district curriculum leaders, representation and higher education.
- **Fairness and Bias Review:** this process involves review of the GLE drafts prior to publication in order to revise them if they are found to contain bias.
- **Expert Review:** this process involves review of the GLE drafts by 2-4 national experts in the subject area prior to publication to ensure content validity and the inclusion of current theory.
- **Wide Scale Feedback:** this process involves review of the GLE draft by:
  - Focus groups
  - Surveys: at conferences, institutes and online
  - GLE review team
  - ESD presentations
- **On-line Grade Level Resources:** this interactive website includes GLE aligned resources to support teacher content knowledge, instruction and classroom-based assessments.

#### **Reading First (5 FTE's)**

The Washington Reading Corps is responsible for providing grants for schools to establish tutoring and mentoring programs for K-6 students who are struggling readers. The Washington Reading Corps was created in response to the pilot 4<sup>th</sup> grade Washington Assessment of Student Learning (WASL) administered in the spring of 1997. WRC grants were awarded to schools with high priority needs for intensive reading programs. Funding is provided to help children to improve their reading by using effective, research-based tutoring programs before and after school, Saturdays, during the summer, other school vacation periods, intercessions, and/or during normal school hours. OSPI, the Governor's Office, the Washington Commission for National and Community Service, and the Washington Service Corps collaborate on this program to provide maximum access to community resources and National Service members.

#### **Special Education Learning Improvement (4 FTE's Total)**

The Special Education Learning Improvement section is located within the Office of Curriculum and Instruction division. Our mission is to provide leadership and support services that will assist local districts, teachers, and families to increase academic and personal achievement of all students with disabilities, early childhood through post-secondary, in coordination with Washington education reform efforts.

#### **State Board of Education (5 FTE's Total)**



## **Washington Citizens' Commission on Salaries for Elected Officials**

### **Official Position Description Form for Executive Branch Positions**

Page 25

The State Board of Education is one of the oldest institutions of Washington State government. It has operated continuously since 1877, when it was created by the Legislature of the Territory of Washington. The State Legislature has reconstituted the Board four times: 1897, 1909, 1947, 1992, and 2005.

The State Board is composed of sixteen Washington state citizens: five who are elected by school district school board members (three from western Washington and two from eastern Washington), seven appointed by the Governor, the Superintendent of Public Instruction, a representative of private schools elected at-large by the members of the boards of directors of all accredited private schools, and two students.

As provided in RCW 28A.305.130, the purpose of State Board of Education is to “adopt statewide policies that promote achievement of the goals of the Basic Education Act; provide advocacy and strategic oversight of public education; implement a standards-based accountability system; and provide leadership in the creation of an education system that respects the diverse cultures, abilities, and learning styles of all students. “ Other major responsibilities of the State Board of Education include adopting statewide minimum high school graduation requirements, approving cutscores for the Washington Assessment of Student Learning, and providing assistance to school districts pertaining to district entitlement to basic education funds; certifying compliance or non-compliance with requirements of Basic Education Act (BEA) of 1977; and granting waivers from BEA requirements.

As a lay board, members receive no salary for the public service they perform, but are allowed by law to receive \$100/day for regular meetings of the State Board. In accordance with state per diem requirements, members also receive reimbursement for Board related travel expenses. In addition to attending Board meetings and Board committee meetings, members also serve as liaisons to the various education associations and organizations.

#### **Professional Educator Standards Board (6 FTE's Total)**

The Professional Educator Standards Board (PESB) was established by the legislature in 2000 and is comprised of 21 members, 18 of whom are practicing educators. The mission of the PESB is to:

- Establish state policies and requirements for the preparation and certification of education professionals, ensuring that they:
  - are competent in the professional knowledge and practice for which they are certified;
  - have a foundation of skills, knowledge and attitudes necessary to help students with diverse needs, abilities, cultural experiences, and learning styles meet or exceed the state learning goals; and

## **Washington Citizens' Commission on Salaries for Elected Officials**

### **Official Position Description Form for Executive Branch Positions**

Page 26

- are committed to research-based practice and career-long professional development; and
- Serve as an advisory body to the superintendent of public instruction on issues related to educator recruitment, hiring, mentoring and support, professional growth, retention, evaluation, and revocation and suspension of licensure.

#### **Pacific Science Center**

The Pacific Science Center receives funds appropriated to the Superintendent of Public Instruction, which contracts with the Center for educational programs conducted throughout the state. This contract allows the Pacific Science Center to conduct teacher-training programs enhancing teachers' ability to teach science and mathematics.

In addition, the Pacific Science Center has a traveling van program providing day-long, intensive experiences in math and science to schools throughout the state. Finally, the contract allows students visiting the Pacific Science Center to receive a multifaceted instructional program in science and mathematics.

#### **Cispus Learning Center**

The Cispus Learning Center underwrites the cost of services to public school students and teachers using Cispus for instructional and professional developmental programs to support environmental education instructional programs which support the implementation and achievement of WAC 180-50-115 pursuant to RCW 28A.230.020 related to instruction about conservation, natural resources and the environment.

### **Part 2 - Management Environment**

- a. Challenges, sensitivities, unique requirements or risks inherent in the position or the political environment.

Education is the top priority of Washington State Citizens, and is undergoing a major systemic change in order to help our young people be prepared for the new requirements of the 21<sup>st</sup> Century. The State Superintendent is charged with regulatory oversight for K-12 education as well as implementing education reforms enacted by the Legislature in 1993. The Superintendent must negotiate a complex environment made up of diverse stakeholders in order to build consensus around key education issues. Among those stakeholders are educators, school boards and administrators, legislators, business and labor leaders, the higher education community, state officials, minority organizations, parents and many others.

This complex environment requires a leader who is adept at:

## Washington Citizens' Commission on Salaries for Elected Officials

### Official Position Description Form for Executive Branch Positions

Page 27

- articulating a clear vision and direction for the state's public school system.
- collaborating with and involving diverse stakeholders in implementing education reform
- advocating for funding and policy changes on behalf of the state's schools with state and federal lawmakers.
- representing the state of Washington in the national education arena and keeping abreast of nationwide education reform issues.
- providing direction and support for the state's 296 school districts as they work to improve learning for Washington's one million schoolchildren.
- communicating effectively through statewide and national news media.
- working effectively with other state agencies such as Department of Natural Resources, DSHS, Department of Health, on areas of joint responsibility such as children's health and school construction financing.
- Leading a state agency of 400 employees who are responsible for distributing X billion in state and federal funding to Washington's public schools.

#### b. Key Interfaces

- School Districts
- Educational Organizations
- Families
- Communities
- Higher Education
- Business and Labor

Governor, Legislature and Congress

#### b. Management environment.

- Key challenges, sensitivities, risks, etc., inherent in the position and political environment.
- Any unique requirements associated with the performance of job responsibilities.
- Key interfaces.

The preferred candidate will possess demonstrated competencies in the following areas:

- Leadership – Coaches, inspires, and motivates staff, promotes a cooperative ethical work environment, and values a diverse work force.
- Organizational Relationships – Collaborates with partners and stakeholders to improve agency performance; identifies and includes key internal and external players and stakeholders in collaborative venture;

## Washington Citizens' Commission on Salaries for Elected Officials

### Official Position Description Form for Executive Branch Positions

Page 28

identifies external and internal issues that may impact the delivery of essential public service; and works effectively within a political environment to meet customer expectations.

- Dynamic leadership, a proven record of partnerships and accomplishments, seasoned management experience, a commitment to employees and a collaborative and team-oriented work style.

c. Problem solving/decision making requirements.

This section should contain a brief statement(s) indicating the thinking required by the job for analyzing, evaluating, creating, reasoning, arriving at and making conclusion. Problem solving has two dimensions:

Uses performances measures and data to identify opportunities and measure process improvement; identifies and collaborates with appropriate parties in developing recommended options to resolve issues, problems and complaints.

Aligns activities and resources with the mission and strategy of the organization; anticipates problems and develops contingency plans; states policy options and writes clear and concise policy statements; and develops and tracks budgets within budget constraints.

1. The thinking environment considers the degree of freedom to think and type of information that is processed in order to solve problems. Consideration is given to the scope and impact of policies, procedures, precedents, available standards/ practices, and outcomes of decisions.
2. The thinking challenge considers the type (level and complexity) of thinking the job requires to make decisions in various job situations. Describe what situations/ circumstances place the greatest mental demands on this position.

Problem solving measures the intensity of the mental process which employs know-how to (1) identify; (2) define; and (3) resolve a problem.

d. Accountability.

This section should contain a brief statement(s) indicating the answerability for an action and its consequences. It is the measured effect of the job on end results. It has two dimensions:

1. Freedom to Act – considers the degree of controls and limitation placed on the job's authority that are set by policies, procedures, precedents, and standard practices.
2. Job Impact – considers the type and degree of influence the job contributes to

## Washington Citizens' Commission on Salaries for Elected Officials

### Official Position Description Form for Executive Branch Positions

Page 29

the end result:

Controlling impact on end results, where shared accountability or others  
Primary is subordinate.

Participating equally with others (except own subordinates and  
Shared superiors), within or outside organizational unit, in taking action.

e. Planning (Technical and Strategic).

- Focus on the requirement for and impact of planning on the state's mission and success of the agency.

#### **Vision, Mission and Authority Statement**

- Washington's education system prepares each student to live, learn, and work as productive citizens in the 21<sup>st</sup> century.
- The Office of Superintendent of Public Instruction (OSPI), in collaboration with families, local communities, business and government partners, leads, supports, and oversees K-12 education ensuring the success of all learners.

#### **Key Partners in Mission**

- Parents and Communities: Preparing and supporting children to learn and to become responsible citizens. Enhancing safety and providing positive role models at home and in our neighborhoods.
- Business, Labor, and the Public Sector: Making the connection between school and work. Informing educators of the career skills students need, providing constructive feedback on school results, and providing students with hands-on experiences to apply their learning to real-world problems.
- Community and Technical Colleges and Universities: Coordinating with K-12 schools to provide relevant training and education opportunities for students and educators, and conducting research and development to improve the system.

#### **6. Recent Change(s) in this Position**

What significant changes have occurred in the job since its last review in 2003? Use the format outline to organize your comments.

#### **7. General Comments**

Please discuss anything else that may contribute to the understanding of your job responsibilities.

Signature: \_\_\_\_\_ Date: July 1, 2007

Office Location: Old Capitol Building. P.O. Box 47200; Olympia WA 98504-7200

**Washington Citizens' Commission on Salaries for Elected Officials**

Official Position Description Form for Executive Branch Positions

Page 30

Telephone: (360)725-6004

E-Mail Address: Tbergeson@ospi.wednet.edu